



# Crafting an Experience with Practitioners in the Classroom

Michael Crumpton, Interim Dean, University Libraries

Joanna DePolt, Faculty Lecturer, LIS

Richard Moniz, Director of Library Services at Horry-Georgetown Technical College

Tiffany Duck, Director of Library Locations, Suffolk Public Library



# Ground Rules

- Cameras off until speaking
- Mute while others are speaking
- Raise hand for questions
- Camera on when commenting or questions
- If you prefer use Chat
- Please participate in the discussion



# Agenda

- Who we are.....and our practitioner background
- Current interest and attitudes towards practitioners in the classroom
- LIS and Practitioners: Past and Present
- Shifting attitudes: Program Level, Faculty, and Practitioners
- Summary and recommendations for further research
- Proceedings



*Find your way here*

# Michael Crumpton, MLS, SHRM-SCP

Interim Dean for University Libraries and Associate Professor  
Affiliated Faculty for Department of Library and Information Studies  
phone (336) 256-1213, [macrumpt@uncg.edu](mailto:macrumpt@uncg.edu)

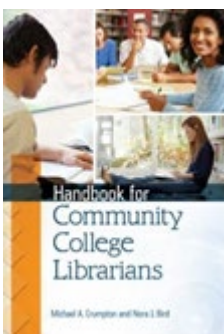
Past President, North Carolina Library Association, <http://nclaonline.org>  
Editor-in-Chief, Journal of Learning Spaces, <http://libjournal.uncg.edu/jls>  
Repository: <http://libres.uncg.edu/ir/uncg/clist.aspx?id=1946>

22 years retail management experience

Access Services Manager for large public library

Directory of Library Service for a community college

# Michael Crumpton, MLS, SHRM-SCP





# Michael Crumpton, MLS, SHRM-SCP

## What my experience brings to the classroom:

- Management experience in multiple venues
- Ability to address concepts outside of libraries
- Broader scope for the profession with experience in association and professional memberships
- Can address the advantages of innovation and entrepreneurship
- Direct experience with publishing, editing and open access
- Transitional issues connected to career ladders
- Focus on networking for broader perspectives

# Joanna DePolt, Ed.D



## Courses Taught

- 600- Foundations of Lib/Info Studies
- 610 - Collection Management
- 620 - Info Services and Sources
- 650 - Leadership and Mgmt in Info Orgs
- 698 - Capstone Experience

- BA Eng Lit - Miami University
- MLS - University of Kentucky
- EdD - Argosy University
- 12 years of academic library administration
- Joined LIS in August 2019
- My research includes an interest in the relationship between accreditation standards and academic libraries. I am also interested in the experiences of adult learners in higher ed.
- When not on campus, I enjoy the companionship of my fast, retired fur kids (and my husband!).





# Joanna DePolt, EdD

## What my experience brings to the classroom

- Real world examples
  - Students love war stories
- Respect for fellow practitioners as students
- Understanding the challenges of online learning
- Networking
- Guest Speakers
- Practitioner input on curriculum

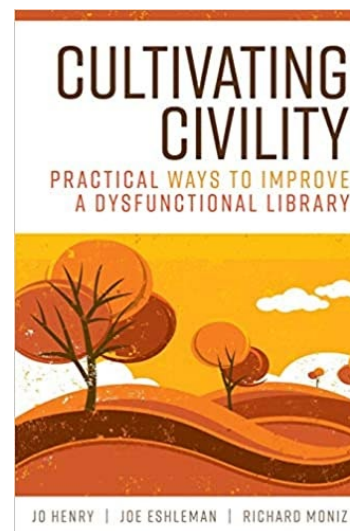
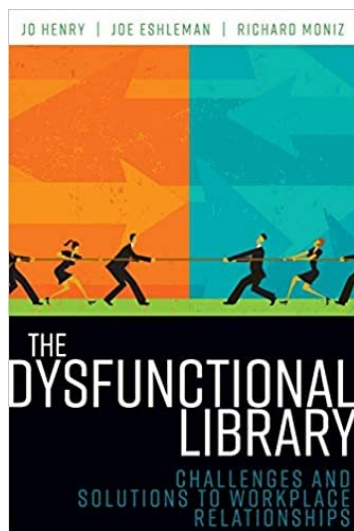
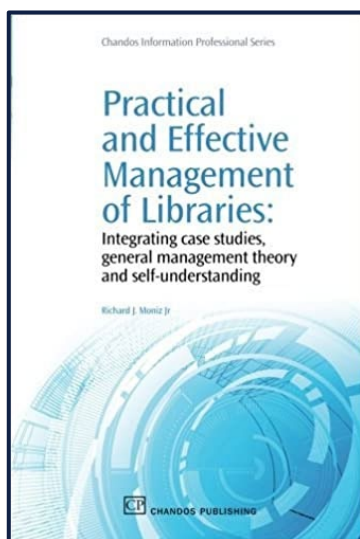




# Richard Moniz, MA, MLIS, EdD

- 24+ years as a library director (private university and technical college system)
  - Also oversaw IT Department for 3 years
- SEFLIN (Southeast Florida Information Network) Board
- Metrolina Library Association Past President (twice)
- American Library Association, LLAMA (Library Leadership and Management Association Continuing Education Committee) Past Committee Chair
- Chair Elect for PASCAL (Partnership Among South Carolina Academic Libraries)
  - Liaison to the Diversity, Equity, and Inclusion Committee
- Other Board Involvement: Charlotte Museum of History, Carolina Raptor Center, Bunnelle Foundation
- University of North Carolina at Greensboro LIS instructor for 14 years

# Richard Moniz, MA, MLIS, EdD





Find your way here

# Richard Moniz, MA, MLIS, EdD

**What key elements do I see my experience helping me bring to the classroom?**

- Get involved earlier rather than later in the profession
- The practical is important
- Build your network and learn from others
- Stay curious about everything - it's an exciting field!
- Stay open to opportunity
- Don't be afraid to put yourself out there
- Listening to others and caring about others is key
- Understand where the profession needs improvement and be a part of that change - e.g. DEI
- Recognize the practitioner *students* in the class



# Tiffany A. Duck, MLIS

- Manager of Library Locations--Suffolk Public Library
- 10+ years in public library administration and leadership (Regional, Municipal)
  - community college library, academic library (public & private)
- Life Member of the Black Caucus of the American Library Association
  - Chair of Literary Awards Committee
  - Chair of the Ebook Awards Committee
  - Served on the Executive Board
- American Library Association (served on the IFC)
- Joint Council of Librarians of Color (JCLC) Conference Committee
- Consultant- Cengage Learning
- University of North Carolina at Greensboro LIS instructor for 1 year
- University of Alabama LIS Instructor



# Tiffany A. Duck, MLIS

- VLA Paraprofessional Conference “Assisting Computer Users”.
- VLA Paraprofessional Conference “Drop-in Programming”
- VLA Conference “YALSA Teen Intern Grants: A Tale of Two Libraries”
- VLA Conference “Black & Super! Supporting Diverse Communities with Programming Around Comics”
- NCAAL Conference “So You Want to be a Library Director?”
- Upcoming Gale Conference “Diversifying Your Collections”
- John C. Tyson Award Winner
- Rising Leader Award, JCLC
- Louisa County High School Community Award



# Tiffany A. Duck, MLIS

## **What my experience helps me bring to the classroom?**

- A positive perspective about public librarianship
- Problem solving aspect to activities
- Real world perspective
- Trending discussion topics
- Bring a locationally diverse set of experiences from different types of public libraries
- Grounded anecdotal evidence and first person accounts of day to day common interactions
- Awareness of the evolution of the knowledge, skills, and abilities required to be effective in the library profession
- Diverse network of practitioners to share with the students



# Current Interest and Attitudes Towards Practitioners in the Classroom

- Balancing research faculty and practitioners
- Role of research faculty in driving curriculum development and direction
- Role of research faculty in advising and mentoring
- Role and purpose of practitioners



# Questions

What is your relationship with the full time faculty in your program?

Do their goals and objectives along with the departments or program align with your needs as an adjunct?





# Current Interest and Attitudes Towards Practitioners in the Classroom

- Concerns of Practitioners as a Transitory Teaching Pool
- Professional Identity/Program Identity
- Meeting Student Needs
- Accreditation—Number of faculty, Program Strength



*Find your way here*

# LIS Practitioners: Past and Present

- Always Employed Practitioners
- Professionalization and the Growth of a Gap
- Any Efforts to Bridge the Gap
- Subject Matter Experts
  - (SME)





*Find your way here*

# Question

Do you represent a specific subject expertise that is known and shared with the larger department or program?



# Shifting Attitudes at the Program Level

- Administrative Recognition of Added Value
- Conducting Change within the Accreditation Standards
- Bringing Real-Time Information on New Practices and Solutions



*Find your way here*

# Shifting Attitudes at the Program Level

## Capstone Revision

- Shift from a one credit hour reflective exercise to a three credit field experience
- Students are required to identify a field experience site or design an action research project at their current library
- Must be completed under the supervision of an information professional
- Underscores the importance of pairing the degree with practical experience



*Find your way here*

# Shifting Attitudes at the Program Level

- Inviting Them to the Table/Meeting
- Adjusting Meeting Times to Accommodate Work schedules
- Committee Work



*Find your way here*

# Shifting Attitudes Amongst the Faculty

- Defined Roles—No Negative Impact on Tenure
- Mentoring/Advising--Job Security
- Curriculum Development

# Shifting Attitude Amongst the Faculty

- Collaborative Opportunities—Team-teaching
- Seed Money—Curriculum Development



**"Think left and think right  
and think low and think high.  
Oh, the thinks you can think up  
if only you try!"**

**- Dr. Seuss**





*Find your way here*

# Question

Based on your own interest and desire for involvement, are there opportunities for you as an adjunct to participate in other activities for development or research projects?

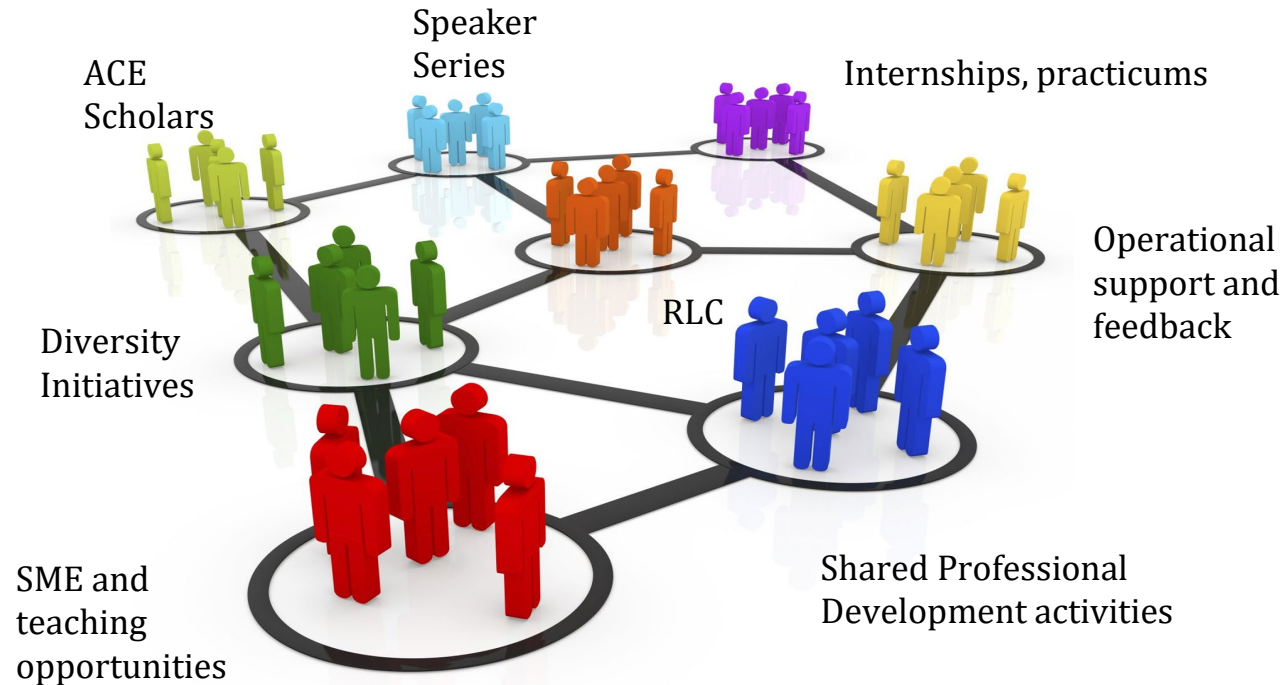


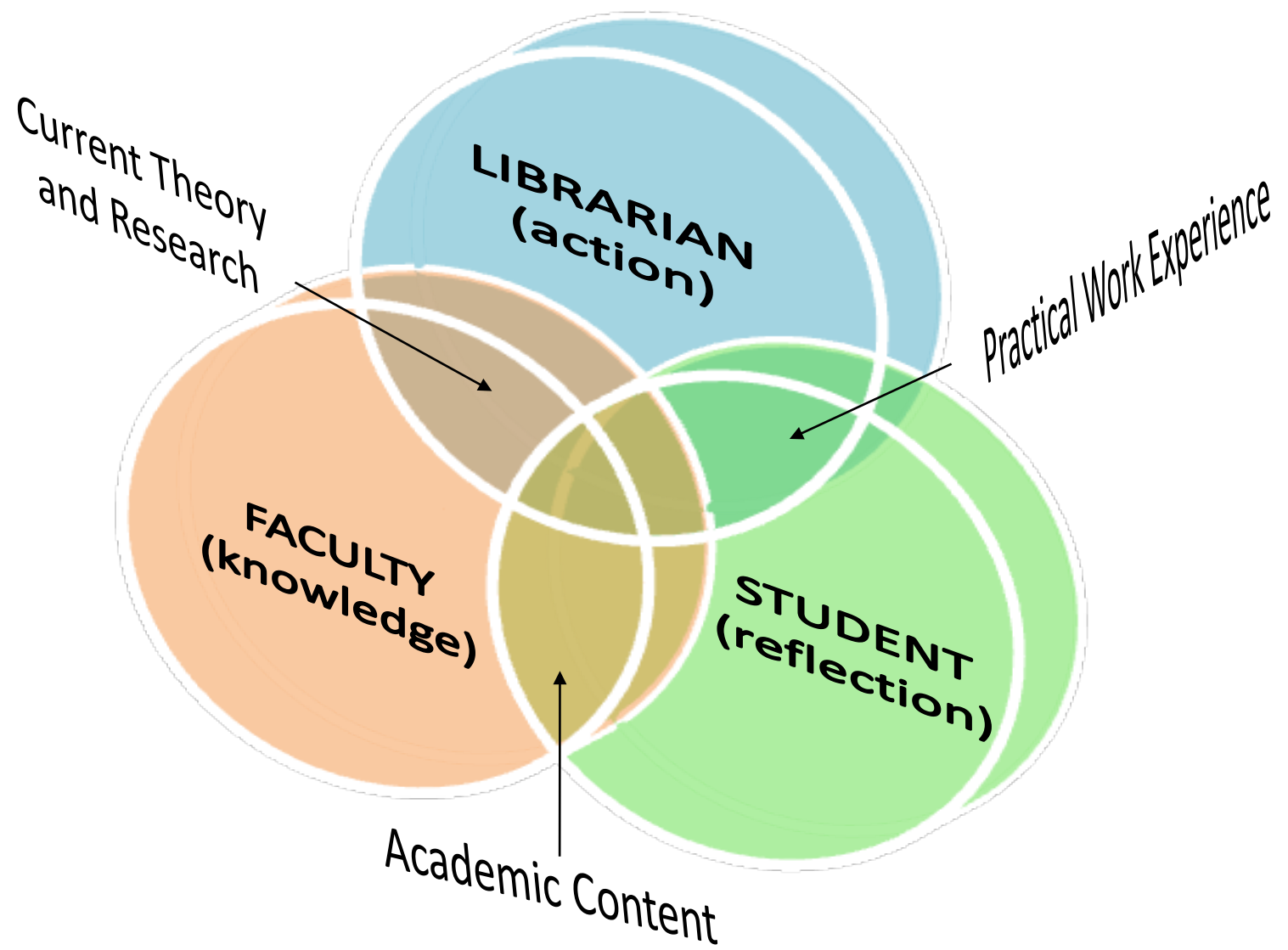
*Find your way here*

# Shifting Attitudes Amongst Practitioners

- Recognition of the Teaching and Their Value
- Empowered to Consider Curriculum
- Mastering department Policy and practice
- Mastering Accreditation Framework—What is Possible

# Collaborative Examples







*Find your way here*

# Collaboration: The Managerial Interview

- This assignment requires the students to interview a current practitioner (with administrative functions) and present their findings



# Summary

- Full time faculty
  - Get involved in the development of adjuncts and their skills so that you can have influence on how they help you.
  - Value the subject matter expertise to connect your content to real life experiences.
- Adjuncts
  - Absorb the teaching skills and methods in order to better yourself.
  - Seek networking opportunities for growth.
  - Make sure you're learning more than just the class - learn more about department, university, standards, policies, etc.



# Let's hear from You

- What would be beneficial when onboarding adjunct professors?
- Have you experienced a mentorship program as an adjunct?
- What are some benefits of being an adjunct? What are some challenges?
- Equity, Diversity, and Inclusion are becoming more and more important in our educational offerings. What are some ways you have incorporated EDI in your teachings or what are some ideas/resources you have about incorporating EDI?



# Being Successful/SIG notes

- Support for adjuncts to feel confident including admin support, what does it look like for YOU?
- Access to resources and tools needed
- From SIG:
  - data surrounding adjuncts and influence
  - motivations of adjuncts, does that count?





*Find your way here*

# Proceedings

<https://www.ideals.illinois.edu/handle/2142/110342/browse?type=author&value=Crompton%2C+Michael>



*Find your way here*

# Other Questions?

Last call!!

# References

- Argote, L., & Miron-Spektor, E. (2011). Organizational learning: from experience to knowledge. *Organization Science*, 22(5), 1123–1137.
- Glazer, E.M. & Hannafin, M.J. (2006) The collaborative apprenticeship model: Situated professional development within school settings. *Teaching and Teacher Education*, 22(2), 179-193.  
<https://doi.org/10.1016/j.tate.2005.09.004>
- “How to Fix the Adjunct Crisis: Four Views from the Tenure Track” (May 30, 2018). *The Chronicle of Higher Education* <https://www.chronicle.com/article/How-to-Fix-the-Adjunct-Crisis/243535>
- Jackson, P. C. (2012). *Improving Practitioners' Effectiveness as Adjunct Educators Through Comprehensive Training and Development*. University of Maryland University College.
- Jackson, P.C. & Jackson, P.M. (2015). *Training Practitioner Adjuncts: A Workbook for Increasing Educator Effectiveness*. Peg Jackson & Associates
- Lester, J. (2011). Use of adjunct faculty in delivery of distance education in ALA-accredited LIS master's programs in the US and Canada. *Journal of education for library and information science*, 212-237.
- Ramsey, J. G. (January 2, 2019). “The Invisible Faculty”. The Chronicle of Higher Education.
- Ritter, C. (2007). The Practitioner Professor: Applying Theory to Practice. *Online Submission*.



**UNC GREENSBORO**

---

# Questions?

Please Email us!

Mike Crumpton – [macrumpt@uncg.edu](mailto:macrumpt@uncg.edu)

Joanna DePolt – [jldepolt@uncg.edu](mailto:jldepolt@uncg.edu)

Richard Moniz - [rjmoniz@uncg.edu](mailto:rjmoniz@uncg.edu)

Tiffany Duck - [taduck@uncg.edu](mailto:taduck@uncg.edu)

*Find your*  
**way** *here*



UNC  
GREENSBORO